

## REIDVILLE ELEMENTARY

300 College Street  
Reidville, SC 29375

**GRADES** PK-3 Elementary School

**ENROLLMENT** 291 Students

**PRINCIPAL** DeeDee Washington 864-949-2388

**SUPERINTENDENT** Dr. Sidney Crumpton 864-949-2350

**BOARD CHAIR** Bo Corne 864-949-0868

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	40	3	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

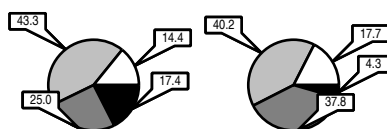
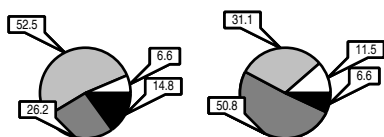
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	24	61	53
Percent satisfied with learning environment	100.0%	98.4%	98.1%
Percent satisfied with social and physical environment	100.0%	95.0%	76.9%
Percent satisfied with home-school relations	100.0%	95.0%	94.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	66	100.0	11.5	31.1	50.8	6.6	57.4	17.6
Gender								
Male	32	100.0	10.0	36.7	53.3	N/A	53.3	17.6
Female	34	100.0	12.9	25.8	48.4	12.9	61.3	17.6
Racial/Ethnic Group								
White	58	100.0	7.3	32.7	52.7	7.3	60.0	17.6
African-American	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	53	100.0	2.1	29.2	60.4	8.3	68.8	17.6
Disabled	13	100.0	46.2	38.5	15.4	N/A	15.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	66	100.0	11.5	31.1	50.8	6.6	57.4	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	65	100.0	11.7	31.7	50.0	6.7	56.7	17.6
Socio-Economic Status								
Subsidized meals	16	100.0	40.0	33.3	20.0	6.7	26.7	17.6
Full-pay meals	50	100.0	2.2	30.4	60.9	6.5	67.4	17.6

Mathematics								
All students	66	100.0	6.6	52.5	26.2	14.8	41.0	15.5
Gender								
Male	32	100.0	3.3	40.0	43.3	13.3	56.7	15.5
Female	34	100.0	9.7	64.5	9.7	16.1	25.8	15.5
Racial/Ethnic Group								
White	58	100.0	3.6	54.5	25.5	16.4	41.8	15.5
African-American	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	53	100.0	N/A	50.0	33.3	16.7	50.0	15.5
Disabled	13	100.0	30.8	61.5	N/A	7.7	7.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	66	100.0	6.6	52.5	26.2	14.8	41.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	65	100.0	6.7	53.3	25.0	15.0	40.0	15.5
Socio-Economic Status								
Subsidized meals	16	100.0	20.0	53.3	26.7	N/A	26.7	15.5
Full-pay meals	50	100.0	2.2	52.2	26.1	19.6	45.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	81	N/A	6.2	35.8	50.6	7.4	58.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	66	100.0	11.5	31.1	50.8	6.6	57.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	81	N/A	9.9	32.1	24.7	33.3	58.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	66	100.0	6.6	52.5	26.2	14.8	41.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 291)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 1.9%	1.8%	2.4%
Attendance rate	96.5%	Up from 96.1%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.4%	Down from 23.0%	22.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.0%	Up from 4.7%	7.3%	8.0%
Older than usual for grade	0.3%	Down from 1.3%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	76.9%	Down from 77.3%	54.2%	50.0%
Continuing contract teachers	92.3%	Down from 95.5%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.3%	Up from 87.3%	88.3%	86.2%
Teacher attendance rate	92.3%	No change	95.7%	95.3%
Average teacher salary	\$44,468	Down 2.4%	\$42,248	\$39,909
Prof. development days/teacher	12.7 days	Up from 12.0 days	10.3 days	11.4 days

School				
Principal's years at school	0.5	Down from 2.0	5.0	4.0
Student-teacher ratio	18.6 to 1	Down from 22.4 to 1	19.9 to 1	18.9 to 1
Prime instructional time	86.6%	Up from 86.3%	90.9%	89.7%
Dollars spent per pupil*	\$6,772	Up 10.3%	\$5,645	\$5,892
Percent spent on teacher salaries*	66.1%	Up from 64.5%	68.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The year 2002-2003 has been extremely successful for the students and faculty of Reidville Elementary School. We received the Palmetto Gold Award for high levels of academic achievement and high rates of student academic improvement. Reidville was already an Exemplary Writing Hall of Fame Mentor school. However, after much hard work from our students and staff, we received the Exemplary Writing Award again for this school year. We received renewal validation of our Accreditation by the Southern Association of Colleges and Schools (SACS). We just recently received notice that our School of Promise Flagship status has been renewed! Our school was also selected as a Red Carpet School by the State Department of Education. This program recognizes schools which make a tremendous effort to reach out to their communities and invite people to become actively involved.

Active involvement by students, parents, staff, community members, and business partners is evident every day at our school. In appreciation for these collective efforts, opportunities to show our appreciation are shown throughout the school year in a number of ways, including the following: Volunteer Appreciation Week; Doughnuts for Dad; Muffins for Mom; Grits for Grandparents; and a special breakfast for our local clergy. We acknowledged our business partners, teachers, secretaries, and nurses with luncheons, letters and gifts of appreciation, and special projects completed by our students. Our annual Fall Festival, which involves the entire Reidville community, raised over \$6000. All of that money will be invested in our school for the benefit of our children!

In contrast to our successful academic year, we have had an extremely tragic year. In November, our principal, John Sheppard, died of a massive heart attack. The profound loss of our leader and friend was felt deeply throughout the entire Reidville community. However, the district, teachers, staff, parents, clergy, and community leaders rallied together to give our children the continued support, strength, and love they needed to get through this difficult situation. Our children continued to grow developmentally, socially, and academically in an environment where they felt safe and loved.

The faculty, students, and parents are working hard to make this another successful year. We are confident that with the support of the entire "Reidville community," we can achieve this goal.

Richard B. Wheeler, Acting Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.